THE CREATION OF A WEBSITE, WHICH OFFERS PPT ENGLISH LESSONS FOR HISPANIC PARENTS.

Presented to
The Graduate Program of
Greensboro College

In Partial Fulfillment
Of the Requirements for the Degree
Master of Arts in
Teaching English to Speakers of Other Languages

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December 2020

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Abstract

The Hispanic community is one of the most prominent cultural groups in the United States, but unfortunately, a small percentage of people speak English. Strict work hours or home responsibilities take them away from learning English; therefore, they cannot communicate with the English-speaking groups in society. As a Spanish teacher, I usually help Hispanic parents to speak at school. Parents wait for too long when interpreters and Spanish teachers are busy, and they typically come to school for fast activities. They can do these activities if they receive some instruction before they go to school. Following a communicative language approach and strategies based on cognate words and Spanish use, the project suggests a website hispenglish.com, which provides Hispanic parents with clear indications, phrases, expressions, pronunciation, and vocabulary to participate actively in their kids' schools and other contexts in the America society. It is vital to create new tools to teach English for Hispanic parents and other adult learners to escape from traditional contents like grammar and unnatural expressions. Internet Technology is essential to reach many individuals; however, making learners emerge to offline tools on the computer is the right solution to reach low socioeconomic status learners who belong to the USA's Hispanic population.

Dedication

I dedicate this thesis to my family. I especially dedicate it to my grandparents, Anita Suescun, Jose Vicente Suescun, Maria del Pilar Ruiz, and Julio Cesar Cervantes Lagares.

Acknowledgments

I want to thank Dr. Michelle Plaisance, for supporting International teachers to grow professionally. I thank Dr. Paula Wilder for improving my English writing skills, and I thank Dr. King for contributing to my professional growth.

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Chapter One: Introduction

Hispanic parenting community continuously grows in American society. The Hispanic population in the United States will increase by nearly 20 % in 2025 (National Education Association, 2015). This Hispanic immigration from Central America and some South American countries demands ESL departments in each educative district to intensively guide parents in compliance with children's education rights. The low English level makes parents perceive every aspect related to their kids' education or to their daily lives more challenging. The family's long work hours and care do not allow Hispanic mothers and fathers to improve English proficiency. I want to suggest a product that assists parents at the school, and it gives them the chance to learn English while they participate actively in their children's education.

I want to create a product that guides parents and teaches them how to say expressions, and vocabulary appropriately to communicate at their children's schools and other contexts they face daily in the United States. Low education prevents Hispanic individuals from accessing well-paying jobs (Castro, 2004). Communicative Technologies are crucial to reaching a large number of parents, so I propose creating a website. It will allow Hispanic parents to learn at any time and wherever they are while informing themselves about their kids' education. My expectations are significant; however, I will start building my website with one lesson related to the school contexts.

The website will provide PPT file lessons based on contexts, which help learners decode how native people communicate. These lessons will shorten parents' time to accomplish their basic and intermediate English proficiency goals by guiding parents to focus on English speaking and listening development while parents are accessing their kids' school announcements, tasks, or procedures. Understanding English expressions and building strong neurological connections

that allow learners to pronounce words and understand them correctly are powerful intentions in applying this virtual product.

The website will offer the students expressions lists, bits of advice, pronunciation, and glossaries. PPT files, Word files and audios will support Hispanic parents with extra writing resources related to education system reforms and circumstances. Hispanic parenting immigrants can visit the website to learn the English they need in their daily lives, and the website could inform them with crucial information to participate actively at their children's schools.

Schools represent a challenge for no English Speaking parents. Parenting Immigrants need to ask teachers questions, inform themselves about school events, complain when something is unfair, and offer help to the school; nevertheless, they do not have the communication skills and knowledge. Hispanic parents frequently get frustrated because they lack communicative English competencies. The website will work as a verbal English resource and a learning tool for Hispanic parents. They will be capable of finding help and information to act correctly at the school, showing respect for the United States' Anglo Linguistic heritage. It will help parents feel more confident in expressing their ideas, suggestions at the school verbally and in written production.

I will research pedagogical contributions that guide me to design appropriate lessons based on contexts with effective vocabulary strategies. Secondly, I will edit my draft several times to offer a better product according to the school context. My third stage is to create a final product with original content, and a striking illustration; finally, I will virtualize my first lesson on a well-designed website for the public.

I think my research product will teach immigrants how to communicate with basic expressions in the United States. It will help them overcome difficulties that the American

system, economy, education, route system, stores, and other social and cultural interactions give to them and make Hispanic immigrants get frustrated and overwhelmed. I believe in the social wellness effect of my product in Hispanic immigrant's lives. They will feel motivated to learn English, and to access vital information to contribute in their children’s education.

Chapter Two: Literature Review

Second language teaching in Adult learners is demanding. Teachers must face a set of variables such as proficiency in the first language, low academic self-esteem, frustrations in education, and lack of time. These variables negatively affect the learners and can lead to them having slow progress. This thesis will identify essential elements needed to create a virtual resource that helps Hispanic immigrants better understand the American education system and other contexts of American daily life while improving their communicative competencies in the English language. Willete (1983) mentioned that this massive immigration movement had made the Hispanic community the largest group of immigrants Society usually underestimates adult learners; there is the misconception that adults do not learn well or learn too slowly. Parris (2014) claimed that adults could achieve native pronunciation, and Krashen (1982) observed that adults learn vocabulary and grammar faster than young learners.

It is vital to identify the main characteristic of an adult learner. Knowles (cited in Martinez, 2020) revealed four main features that every adult learner possesses. Adult learners need to understand why the teacher or the pedagogical resource proposes certain activities and topics. Adults have an extensive bank of memories and experiences that shape their attitudes and performance when studying a second language. Teachers must also identify the learners' readiness to learn'; adults focus on learning when they know that knowledge is needed in their lives; for a Hispanic parenting learner, Immigrants need English to achieve higher goals in American society. They are motivated when they find something that might improve their lives.

However, adults are usually autonomous in a tech class or tech resource for English as a second language education. Students need to ensure that they know how to use the technological device before learning something online. They have less experience with technology, and t is

essential to offer a straightforward and easy to use the digital product for adult learners. It is also necessary to conclude activities and lessons by ensuring that the students understand the content taught. Students can apply what they learn at home and out on the streets with individuals who speak native or intermediate and advanced English. Instagram will storage the evidences that Hispanic parents post by using the hashtag #hispenglish.

Low English proficiency in Hispanic immigrants represents a problem for the United States. Each person who wants to solve this problem must think of creating something powerful that can be accessed by many individuals across the nation. A website is probably the most powerful or one of the most powerful technological tools that allow a vast community to access content quickly. This project is focused on finding the right elements to build an informative and pedagogical website, which teaches English to the Hispanic parenting community in America. An English teaching website must follow a set of principles that permits learners and teachers to work pedagogically.

ESL Adult Learners and Technology

Harris (2020) indicated five principles to follow in the implementation of digital content in teaching. Foley (2000) told us that individuals continuously learn from their experiences and apply their life experiences in different environments. This project proposes a website that engages Hispanic parents to face situations using necessary Verbal English skills in their children's schools.

Harris (2020) suggested creating digital resources based on learners' contexts. It will help them to recognize the units or lessons related to their own experiences. The website will drive consumers to experience positive emotions. The minimalistic design of the website will create a comfortable learning experience for each visitor. Each student has different digital competencies.

A website should offer exact content, illustrations, rich literacy content, and a good design. It must provide learners with opportunities to correct their mistakes and improve their skills. Problems are opportunities to learn. The pedagogical approach chosen to support the website's creation will engage visitors to challenge themselves and look for opportunities to express what they have learned. The product is made to teach Hispanic immigrants English and respect the Anglo-linguistic heritage of the United States of America.

Dwyer(1991) emphasized that communication barriers are pronunciation, English language grammar, different perceptions of words' meanings, and genre roles. This project applies a set of approaches to offer a product that supports students and helps them break the barriers of communication between the Hispanic community and The American English-speaking population. Gumperz (2012) highlighted that language learning is influenced by the interaction between social and cultural forces. Also, Gumperz(2012) expressed that second language learning's main goals demand students develop three elements, communicative style, assumptions, and values based on shared experiences.

Implementation of CLT Approach as a Pedagogical Respond

This project adopts a Communicative Language Teaching approach. This may increase the learning speed in Hispanic immigrant parents who usually have very demanding jobs, which absorb their time and keep immigrants away from second language education, and it recognizes the error as part of the learning process. CLT is not the Direct Method. This last one engages learners to participate actively with their teacher, although it also focuses on vocabulary and oral communication (Larsen-Freeman, 1986).

The CLT approach encompasses communicative competence progress. It engages teachers and pedagogical resources according to the interests and needs of students. It tolerates

mistakes, promotes the target language, and provides learners with simulators of ordinary daily conversations in the target language. CLT is the most prevalent method used in English language classes in Japan (Takanashi 2004 cited in Lochland, 2013).

The everyday life environment is critical in the implementation of the CLT approach. This approach spotlights students' experiences during the process of learning. Knowles 1984, cited in Swoyer (2018), claimed that adults feel motivated to learn when they read something related to what they have learned from their previous experiences. Swoyer (2018) mentioned that achieving success as an adult learner in second language education is literacy proficiency in the first language, earlier experiences with language, exposition to the second language, opportunities to practice, and motivation to learn. CTL fits perfectly with these statements, and it is considered a powerful approach that supports this research.

Communicative language teaching places high importance on communication. CLT drives individuals to speak language for different objectives and functions in written and verbal productions (Richards,2006) It supports learning with vitality, emphasizes learners' needs and experiences, and potentiates new technologies in teaching performance (Krashen, 1983). The website will provide visitors with activities and content to interact with target language users like Linguistic challenges, dialogues, pronunciation models, frame sentences, writing templates in varying formats and files. The research product will provide linguistic content used by native speakers in society; however, it is modified to respond according to the skills and current proficiency level of the most significant to Hispanic parents, who struggle to communicate in English. ESL adult learners usually get frustrated in educational contexts (Cross, 1981). Although the Hispanic immigrants generally speak Spanish, The website will provide English, Spanglish, and Spanish content. The parent will decide how difficult he wants to make

the lesson at the moment which they can find on the website hispenglish.com . This research will apply Spanglish as a strategy. It is essential to associate English with Spanglish and Spanish words as a resource to complete the understanding of a complex message and keep energy and motivation high. Independence of Spanish language translation can reduce Hispanic learners the time to think in English. It increases the speed to learn new vocabulary, understanding the whole context, and without looking up the definitions or translation of every word. Conversational English is a priority.

Loumbourdi (2018) summarized CTL as an approach that gives importance to soon communication in contexts. In CTL, the error is part of the learning process, and grammar is incorporated in contexts, unpredictable language use, autonomous learning, teacher as the facilitator, and interaction in pairs and groups is relevant. These characteristics are the frame to design and set goals and materials for the digital product.

Adult learners' time is limited, and every minute devoted to learning must worth it. Communicative expressions, sentences frame, and space for errors are more significant for this project than the specific understanding of English grammar. The student's state of mind, academic self-esteem, confidence, tolerance, and initiative to linguistically risk are above the implementation of worksheet or writing exercises. Autonomous learning is indispensable to making learning a success. His virtual product proposed by this project is a pedagogical contribution, which cannot and does not pretend to replace the actions that a tutor might offer to learners. However, it aims to influence and drive learners to accomplish their communicative objectives and act appropriately in English speaking American contexts.

Richards (2005) mentions how learners learn a language. The interaction among learners and language users is vital to develop strong communication skills. Interactive lessons and

communicative challenges may be effective manners to learn on the website hispenglish.com, they assist learners with keeping knowledge in their long-term memory. New linguistic forms allow learners to increase the words and linguistic forms list. Trying new ways to speak helps students develop linguistic flexibility and reinforce neurological connections during second language acquisition.

Harris (2020) observed some factors that influence the progress of adults in second language acquisition. Adult learners compare their current performance and progress with previous experiences in the target language learning; therefore, they usually associate negative experiences and frustrations with coming interactions in the second language. This often makes the adult learner quit his/her acquisition process.. It is essential to keep energy high. Also, composition with the target language is critical to accelerating the learning process as it provides adult learners with opportunities to practice what they have learned previously. Adults frustrate easily, so every resource designed or every class led by a teacher must be exciting and dynamic.

Vocabulary Learning On the Website

Spanish/ English cognates support the product of this research. Cognates are words in two different languages, similar in spelling and meaning (Garcia & Guerrero, 2020). They connect simple vocabulary that Hispanic learners understand easily with tricky words that do not look familiar for Hispanic immigrants when they learn English. Ko (2012) observed that students could learn vocabulary by understanding the context of the message This can drive learners to understand a detailed message or idea in English without looking up every word in the bilingual dictionary and getting the meaning of the unknown words by intuition. Garcia (2020) mentioned that second language learners could understand unfamiliar words using their cognate knowledge. Recognizing cognates is a skill that Spanish/English learners acquire; however, tutors should

teach students how to identify false cognates. Although cognate's application is a helpful strategy to teach vocabulary more quickly, there are not always circumstances where we can apply them, which is why it is relevant to find more strategies to introduce new words. Constancy comes out as an excellent alternative to teach vocabulary. Experts agree that a learner must be exposed to a word several times before concluding that the learner has learned it. Paul (2001) suggest that a pupil needs multiple opportunities with a new word before establishing it in his long-term memory.

Another alternative to teach vocabulary for Hispanic immigrants in a digital way is the use of Spanglish. The purpose is to provide the learner with information that helps them comprehend the meaning of the unknown words shown in English. This strategy will not be the primary strategy to create the digital resources for the website; however, it is seen as a powerful teaching option, and it will be applied on some occasions, significantly to potentiate the vocabulary learning in beginners who visit the website.

The lessons on the website will provide Hispanic immigrant learners with structured sentences based on cognates and Spanglish usage to make learning faster. It will supply learners with information to understand complexly structured sentences in English.

Examples

1. Students empiezan class at 8:00 am. Students deben arrive at the school antes de las 7.50 am. 2. Students' breakfast is leche, fruits y cereal 3.Lunch is sandwich and refresco with a fruit, banana, apple roja/ verde or kiwi. Padres deben send the dinero for lunch to the teachers.

Spanish words: (start), deben (must), antes de (before), leche (milk), refresco (Soda), roja/ verde (red/green) dinero (money). Cognates: student/estudiante, class/clase , arrive , arribar, fruits / frutas, cereal/cereal, sandwich/ sandwich or sanduche, banana/banana, kiwi/kiwi. Nation

(2000) observed that students must know 95% of the words to understand a passage without looking up the unknown words in a dictionary. The expectation is not to forbid the learner to use the dictionary. Still, this observation guides us to suggest activities and lessons on the website that permit learners to accelerate the learning process, especially allowing them to increase their vocabulary knowledge faster than he expects.

Visitors will explore content and vocabulary in non-structured and structured sentences based on the first four stages of the five stages of development suggested by Kasper and Rose, 2002. Stage 1) pre-basic, Stage 2) formula, Stage 3) unpacking, Stage 4) pragmatic and expansion. Stage one offers straightforward phrases with nouns and adjectives and a low level of syntax. The second stage provides imperative sentences and usual formulas, which express simple messages; for example, let's study math, Let's eat a fruit. Stage number three (Unpacking), it gives the learners ideas or sentences more appropriate for communication, and interaction, creating a suitable atmosphere for communicative English, four possess the structure which contributes to a higher level of syntax and pragmatism. Students finally have the chance to interact with language users to offer more comfort and opportunities to acquire more information in an English conversational environment.

Current Digital Tools for ESL Teaching Online

This research is a way to create a digital product that instructs a community on how to speak English in the United States; additionally, it is access to virtual resources, which potentiate learning in Hispanic parents. The website will show information about virtual tools that Hispanic immigrants can use for making their English performance more effective and competitive. Martinez (2020) gathered sites online to support teachers and students in English as a second

language education. Martinez highlights the importance of texting, photography, social networks, frequency word searches, and formative assessment websites.

Texting is an enlightening strategy to teach vocabulary and be in touch with students. The virtual site can offer activities and challenges that engage Hispanic Parents to text in English to teachers at their children's school to notify an unexpecting situation. Native speakers located nearby or around the world can provide the learner with various linguistic forms and colloquial expressions daily in the English-speaking American society. According to Martinez (2020), the most known sites that promote texting are voicegoole.com, classpager.com, and cel.ly. Martinez recommends texting to review vocabulary and offer a tool to exchange relevant information and writing output and input.

Photography drives learners to have evidence about visual resources to describe and use linguistic representations of English verbally, in writing and reading. Martinez (2020) recommended flick.com, photogoogle.com, and pinterest.com as websites that can offer images to describe verbally and in writing production. Furthermore, Martinez (2020) let us know the importance of traditional social networks such as Facebook, Twitter, LinkedIn, and Instagram. An outstanding contribution by Martinez is the bank of websites for formative assessments and frequency of words. Formative assessment allows teachers and learners to have more significant learning. Frequency words permit students and teachers to make sure that the content they learn comes after the statements of communicative language teaching. The formative assessment websites are socrative.com, kahoot.com, padlet.com, forms.google.com, and quizizz.com. The most relevant frequency of words websites is corpus.byu.edu/coca/, micusp.elicorpora.info, and wordfrequency.info.

English as a second language education for adult learners is challenging, but it is possible. Focusing on adult learning and psychological characteristics are key to developing virtual resources online. A virtual and pedagogical resource must be clear and straightforward to reduce a lack of technological skills by some adult learners. Vocabulary acquisition is imperative to accelerate the learning process. Cognate words and Spanglish input can cooperate, giving the needed information that permits students to understand the unknown words in seconds; however, a constant exposition of the unfamiliar words is the best way to guarantee that student put the words in the long-term memory.

Hispanic immigrants usually have different levels of English proficiency. As a response to the diversity of proficiencies in Hispanic parenting communities, the expected website will offer structured sentences and phrases based on the different development stages suggested by Kasper and Kenneth. Keeping visitors faithful to the website is not a big priority. They will be free to access other virtual sites indicated on the website to reinforce every action of learning. The biggest expectation is to combine pedagogical sources with technological inventions online to reach Hispanic-parenting immigrants, contribute to protecting the English-speaking heritage, and help Spanish-speaking immigrants act correctly and effectively in American society.

Chapter Three: Project Design

This chapter explains the technological elements needed to create an online ESL lesson for Hispanic parents. I specify the importance of the four linguistic competences for this project. I express how tech elements and academic objectives can synchronize to develop a higher English proficiency level in Hispanic parents.

The website that has resulted from my research is a virtual space that offers lessons in PPT format and other file formats such as word and Windows Media videos. Technology is of generous support to develop high English proficiency (Martinez, 2020). The future objective is to create a website that provides several lessons based on different American society contexts. The first lesson is named How to successfully navigating your child's school, and it divides itself into How to Speak at the Front Desk, How To Introduce Yourself To Your Child's Teachers, How To Ask For Guidance At The School. These sub lessons assist learners in understanding how they can apply what they learn, and the sub lesson or sub-topics motivate them to learn because they have the goal of making their lives easier.

The website's lesson provides Hispanic immigrants with simple structures and vocabulary based on cognates and Spanglish for beginners. Vocabulary taught with technology guarantees learning in students. (Lopez, 2018). The main purpose is to engage Hispanic parents in English; however, English learning takes time. The main lesson shows the content with the application of linguistic frame sentences for beginners and intermediates. Both are included in the same lesson; therefore, all visitors are free to choose the vocabulary and linguistic forms that better fit with their previous English proficiency level. A website's design is based on beginner and intermediate content and responds according to the different English proficiency levels that teachers usually find in an ESL environment. Diversity in learning is crucial and visible in these postmodern decades (Wetz, 2013, as cited in Mckinley, 2018).

The quality of materials varies, and a good selection of resources properly motivate students to learn (Gruba, 2018). For these earliest months of the project, the content will be exposed on PPT files, PDF, Word Doc, and WMV; also, the usage of HTML programming language and embed codes will be needed to enrich the website with helpful digital resources. These formats are great tools to offer audiovisual content and make the experience more enriching. Virtual resources provide audio and video that make learning easier for teachers and students (Gajek, 2018).

The file format diversity is chosen according to the four linguistic competencies. Speaking and listening have the leading roles in this project; nevertheless, writing and reading are essential because challenges in elementary, middle, and high school contexts usually demand all four linguistic competences instead of just speaking and listening. I created the lessons and the content, but there will be several times when the website shares content already created by others, doubtlessly without plagiarizing any digital creation.

Measuring the effectiveness of communication skills in actual contexts is the central assessment of this project. Technology drives students to learn autonomously (Lopez, 2018). Students are engaged to practice their English with challenges proposed on the principal lessons' content. The expectation is to use hashtags to gather evidence of the difficulties met by learners in NC and other states, using social networks like Facebook, and Instagram as tools to witness the learners' progress.

Chapter four: Project

The website is the virtual space where Hispanic parents can find the lessons I created as part of this thesis project. The current link of this website is brahamanes.wix.com/hispenglish; however, the future link will be hispenglish.com. The website offers the first lesson of PPT files, Word files, text, and HTML language (figure 1). It shows the other lessons sections where visitors will find lessons such as, How to Communicate in the Supermarket, How to Do Business with a Native Speaker, How to Communicate at the Restaurant, How to Make Friends in The United States, and How to Make a Doctor Appointment. Adults feel motivated to learn something if they know it can help them solve a problem (Finn, 2011).

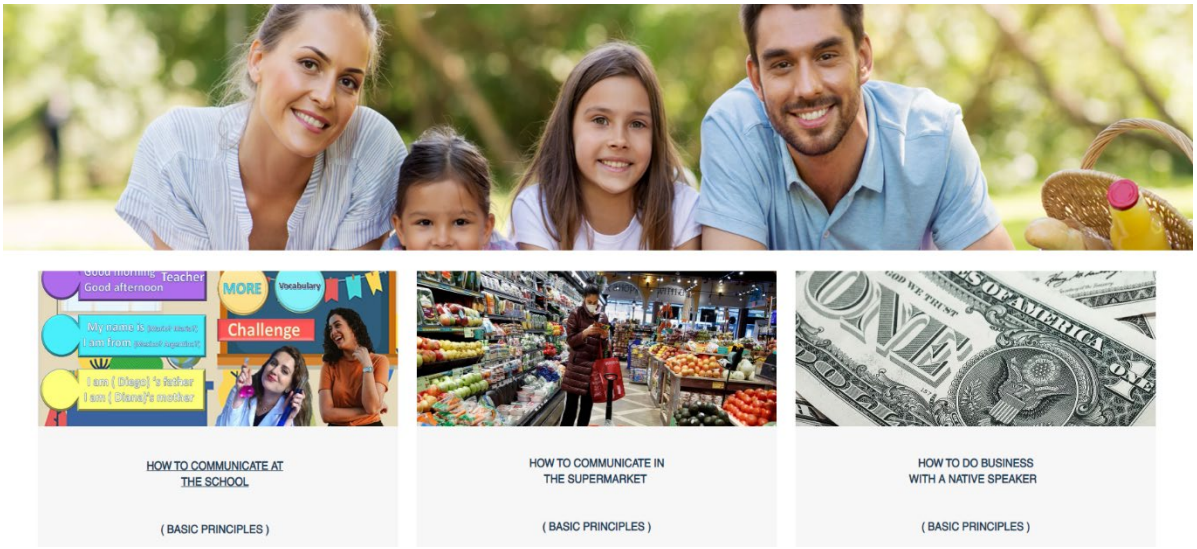


Figure 1

The first lesson, How to Communicate at School, provides the Hispanic parents with PPT presentation and Word resources to study English offline. A significant percentage of Hispanic immigrants have low social and economic status. Most of them struggle to pay for internet service monthly; for these reasons, they have the ability to download the lessons on their computers, cellphones, or tablets. Hispanic parents may choose to understand the lesson's

description in a 100% English text by reading Spanglish lines or a 100% Spanish text; the preferences depend on their pre- English proficiency (figure2).

Figure 2

Visitors can find the PPT lesson embed code inserted on the website; however, the lesson is accessible with more effects and audio for those who choose offline learning. They need to download it from hispenglish.com. When the Hispanic parents open, they will find four sub-lessons and one social network category (figure3). The title is in Spanish to let them know the lesson's primary purpose; it gives the first steps to communicate with teachers and administrators. Parents will be able to comprehend each sub lessons' titles because the Spanish word provides enough information to deduct the meaning of the English words; in case they do not understand them, they have an opportunity to look up a couple of words. To access the content, they need to click on the squares. The silver bottom down on the right side is to come back to the sub-lessons dashboard. They will have it on all the lesson slides.

Figure 3

Present Yourself at School is the first sub-lesson. The main objective is to teach expressions and pronunciation that Hispanic parents need to participate actively in their child's school. In CTL pronunciation skills must be developed enough that accent do not block the communication (Farrelly, 2018) it shows words and useful phrases for introducing (figure4) at the school and asking for important information about their kids' school routine (figure5).

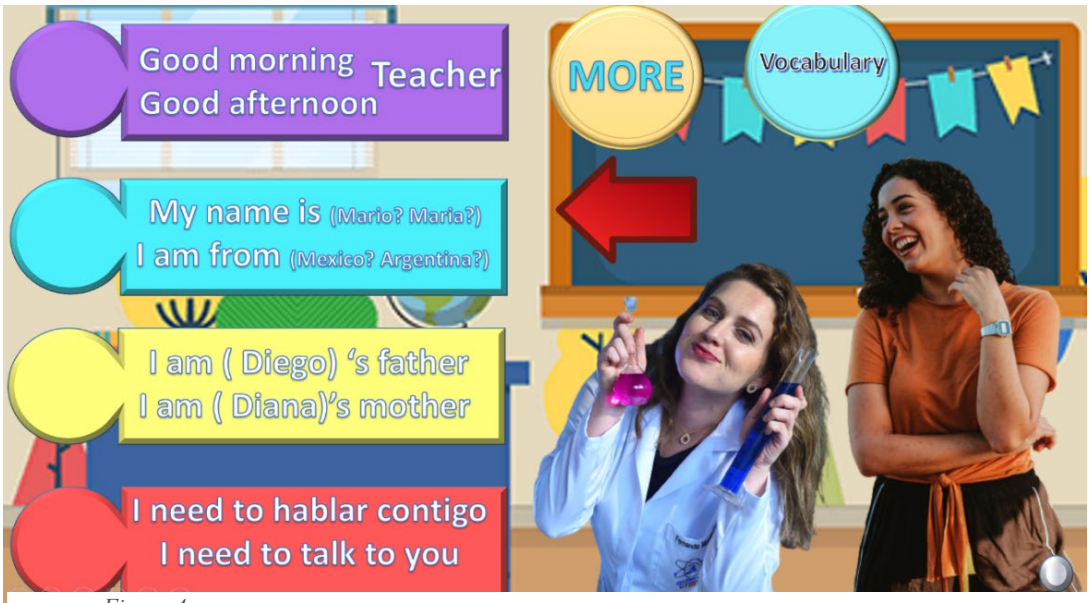


Figure 4

Illustrations, cognate words, and Spanish words on some occasions will make Hispanic parents recognize the meanings of the unknownEnglish words and expressions.

The expressions taught in the lesson cannot guarantee fluent communication between teachers and parents. Still, they engage Hispanic parents and encourage them to start using English as a resource of communication, reinforcing self-esteem, and confidence to speak in a second language, facilitating communication with the school. The adult learner has insecurities, challenges, emotions, wishes, relationships, concerns, and other relative concerns (Schwarzer, 2009). In this section, consumers of this product deduct meanings by using cognate words and illustrations. Although the expectations are to drive learners to deduct the definitions, additionally, they will have the chance to access English to Spanish vocabulary as a last alternative.

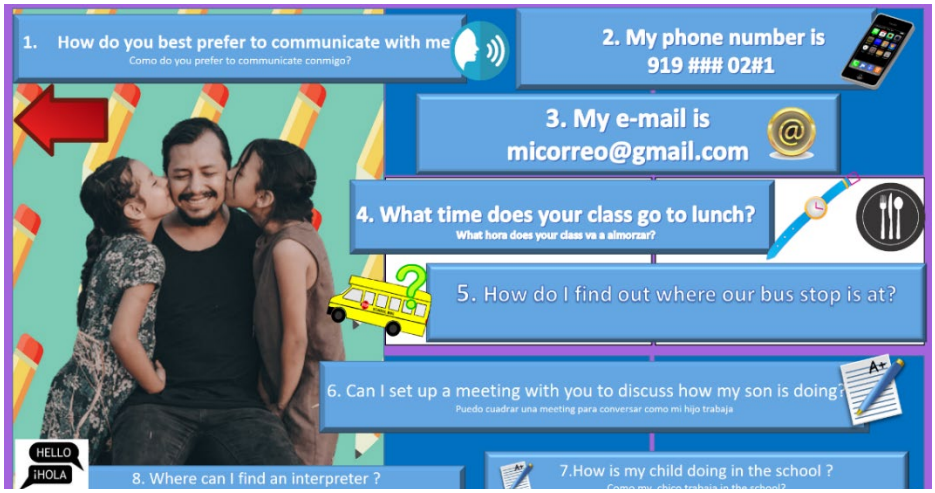


Figure 5

The English to Spanish vocabulary section is an alternative for those Hispanic parents who have very low English proficiency. It does not focus on every word, it focuses on messages and expressions that belong to the lesson, but it is possible to use them in other contexts. They

are not organized alphabetically, making Hispanic parents check multiple times for more expressions that are still unknown (figure6).

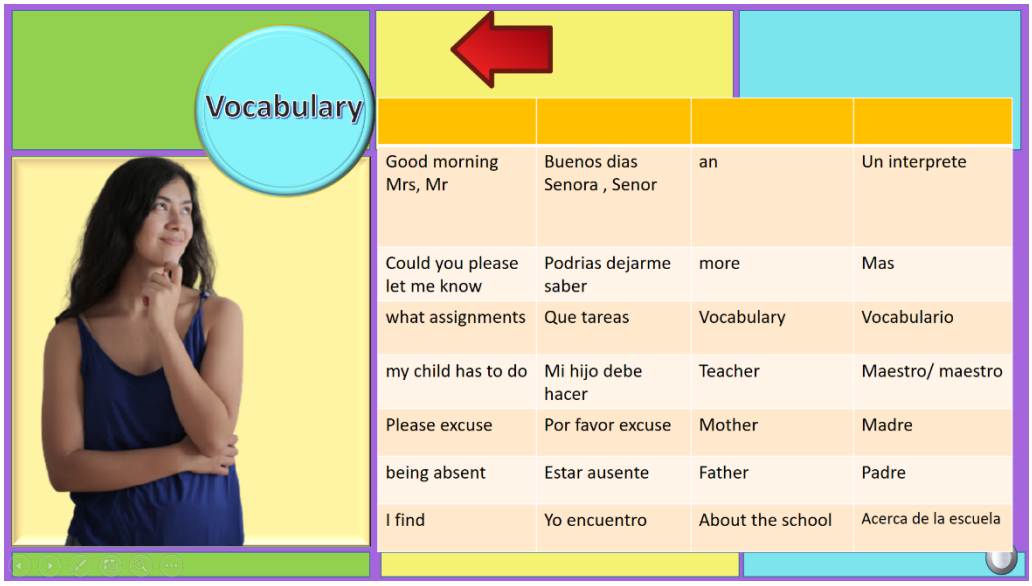


Figure 6

Visitors can also find information about the school. There is a small section, which shares the main characteristics at the elementary school. In future times, it would be more powerful to share extra information in this section about elementary, middle, and high school and use it as an excuse to learn structure, expressions, and pronunciation. Once again, the lesson offers cognate words and critical Spanish words that help Hispanic learners to decode the

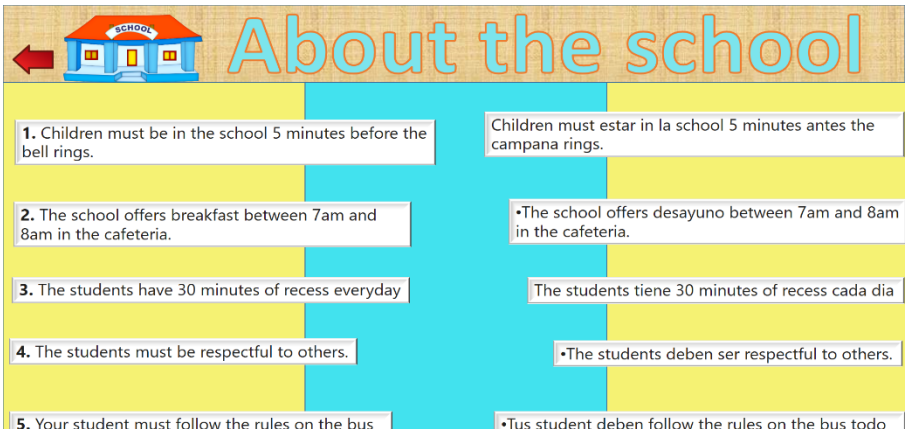


Figure 7

meaning in each message shared on the screen. They will have the option of listening to a slow pronunciation recording of each one. (figure 7)

A bilingual person or an interpreter is not at the school or is busy delivering lessons or doing a task. When the Hispanic parents finally get an interpreter, the interpreter realizes that they needed to do something simple, such as asking where the classroom is or needing a paper form paper . The website's lesson provides visitors with dialogues models to prepare the parents to communicate basic desires, needs, expectations, or information. Below there is a dialogue shared on the lesson that shows parents how to start a speech when their children were absent from the schoo, nd they want to excuse them; also, it provides possible reasons why he was absent(figure8).

Figure 8

Hispanic parents are likely busy with many work hours a day. Courses must offer flexible schedules to allow immigrants to work and accomplish home responsibilities (Center for Applied Linguistics, 2010). Written communication is more usual than spoken communication. Adult learners usually struggle to achieve their English learning goals due to the pressures of work, home, social, and personal responsibilities (Miller, 2010). Hayes (1989) noticed that the Spanish

media resources created by American companies reduce the interest and need to learn English by Hispanic adults the website offers Hispanic parents' word files with notes templates that Hispanic parents might need to let the teachers know a need or circumstance. In this lesson, visitors can download a word file(figure 9). They can read examples and check vocabulary charts that show what they mean and how they use them for their benefit. For low proficiency parents, the first minutes at the school are frustrating. The administrator at the front office realizes that this hypothetical Hispanic parent needs an interpreter.

Figure 9

When you open the word file, you find an English title; however, it is a small Spanish title for low proficiency visitors. The chart lets the parent know the meaning of each expression found in the note template. The expectation is to drive the parents to use those expressions in more circumstances and make them learn messages in English phrases. The Hispanic mother or father could paste the note template and include information according to his priorities (figure 10, figure 11). This example shows that Hispanic parents might need to ask teachers what assignments their kids have to do. These examples assist the parents with correct expressions to write in a note. Parents will create their notes after a time of practice

ASK THE TEACHER WHAT ASSIGNMENTS YOUR CHILD HAS TO DO

Pregunta al maestro que tareas tu hijo tiene que hacer

I would like to know what assignments my child has been assigned, and when it needs to be turned in . Please email me at _____ or send a note home with this information listed.

Thank you

(tu nombre)

I would like to know	Me gustaria saber	when	Cuando
what assignments	Que tareas	it needs to be turned in	Debe ser entregada
my child has been assigned	Mi hijo ha sido asignado	please email me	Porfavor mandame un correo electronico
send a note home	Enviar una nota a casa	with this information listed.	Con la informacion pedida

Figure 10

GIVING THANKS TO THE TEACHER AT THE END OF THE SCHOOL YEAR

Dar gracias a la maestro antes de vacaciones de verano

Dear Mrs. _____

Thank you for all your hard work this year. _____ loves being in your class and going to school. We hear all about the ways you deliver lessons and encourage students to participate in extracurricular activities. We are pleased that our _____is learning so much.

Have a great summer. You deserve it!

Thanks and regards

(tu nombre)

all your hard work this year	Todo lo duro que trabajaste este año	you deliver lessons	Das las lecciones
_____ loves being in your class	Ama estar en tu clase	encourage students	Motivar estudiantes
going to school.	Ir a la escuela	We are pleased	Estamos satisfechos
We hear all about the	Escuchamos sobre los	our child is learning	Nuestro chico esta

Figure 11

Social networks connect populations around the world. This project cannot ignore the power of this tool. That is why a section engages Hispanic parents to share their actions related to the lessons around the United States and other English-speaking countries where people can consider the website a helpful site. The PPT lesson dares Hispanic parents to speak English, share the video on social networks, write notes for teachers, and tell others about the benefits that the website offers. These social networks interactions connect all the users by using the hashtag #hispenglish (figure 12)

Figure 12

The website is also a virtual space where Hispanic parents can find practical and helpful resources that facilitate their lives, created by the website creator and taken from other virtual resources with authorization. These resources will be shared, respecting the copyrights and sharing them without any alteration. This time the website shares a video about how to get children ready for school every day. It is 100% English, but the website offers cognate words and simple Spanish words, which can help them understand the video's main ideas (figure 13).

Figure 13

This website is promising. Shortly the website will have all the lessons made and uploaded for the Hispanic community; this first lesson will be bigger and more sophisticated. The website might offer more services for Hispanic parents in the future, more lessons, and categories designed with sophisticated programming languages and formats. Social networks will evidence the interaction that the Hispanic community has with the website and the objectives that each individual achieves in the different lessons

Chapter five: Conclusion

Learning English is challenging for Hispanic parents with low proficiency. It is vital to create alternative tools that help them to learn English while they are taking every day responsibilities. English teaching based on Grammar is exhausting and overwhelming; therefore, English learning based on contexts is the most effective alternative for adults. The constant exposure to these contexts reinforces their learning. Additionally, the website provides essential information to participate appropriately in American society.

The communicative language teaching approach (CLT) guides the creators of content, workshops, and lessons for Hispanic Parents. It promotes the importance of a sooner communication in the target language; it supports learning ideas, expressions, and messages instead of learning single words. It holds up the statement of using learners' experiences as content to teach in the second language. CTL approach can be a robust pedagogical base to support this project and other products designed to improve Hispanic parents' English proficiency.

Spanish English cognate words are a powerful resource to teach entire messages in English. Cognate words and Spanish words well located in the sentences suggest the meaning of phrases and vocabulary that the Hispanic parents ignore while they are learning; this allows them to deduct all the words without translating everything online or by looking up in the dictionary. The usage of cognate words permits the learner to analyze the target language content. If they carefully examine how the vocabulary and phrases create the messages, they include those linguistic forms in new written or verbal productions in their daily routines.

Teaching English to Hispanic learners in the United States demands a more comprehensive understanding of social and psychological factors that affect their English

learning. Many strict work hours and home responsibilities absorb the time and energy of Hispanic parents. Every research production must respond effectively to Hispanic parents' needs, circumstances, and time availability. Technology will be endlessly an ally for education. Microsoft Office formats, or flash files, could help promote offline learning in individuals who cannot access the internet for a long time.

Engaging Hispanic immigrants to speak English helps teachers, leaders, and activists build stronger connections between the English speaking community and the Latino American population in the USA. It helps American society to have a healthy social interaction among cultural groups, and it gives the chance to English speakers to recognize own emotional, behavioral, and intellectual characteristics in foreigners.

Appendix

Figure 14 Lesson Master Slide

Figure 15 Sub-lessons dashboard

Figure 16 First phrases to self introduction in English

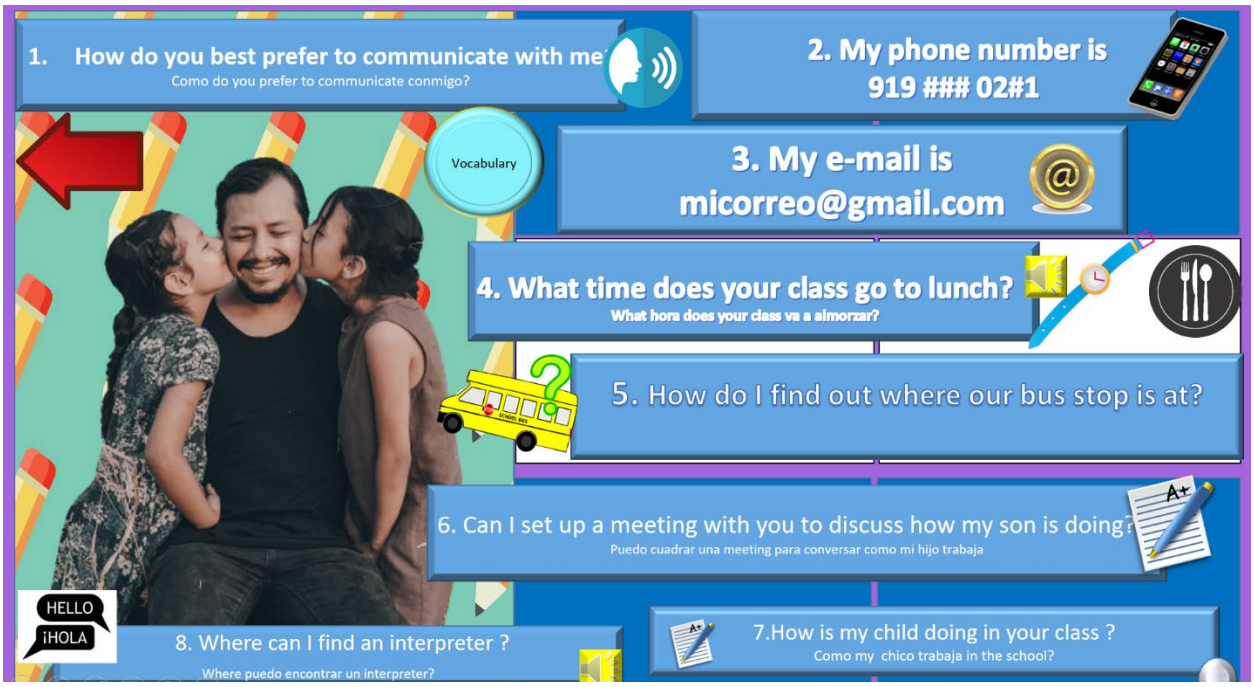
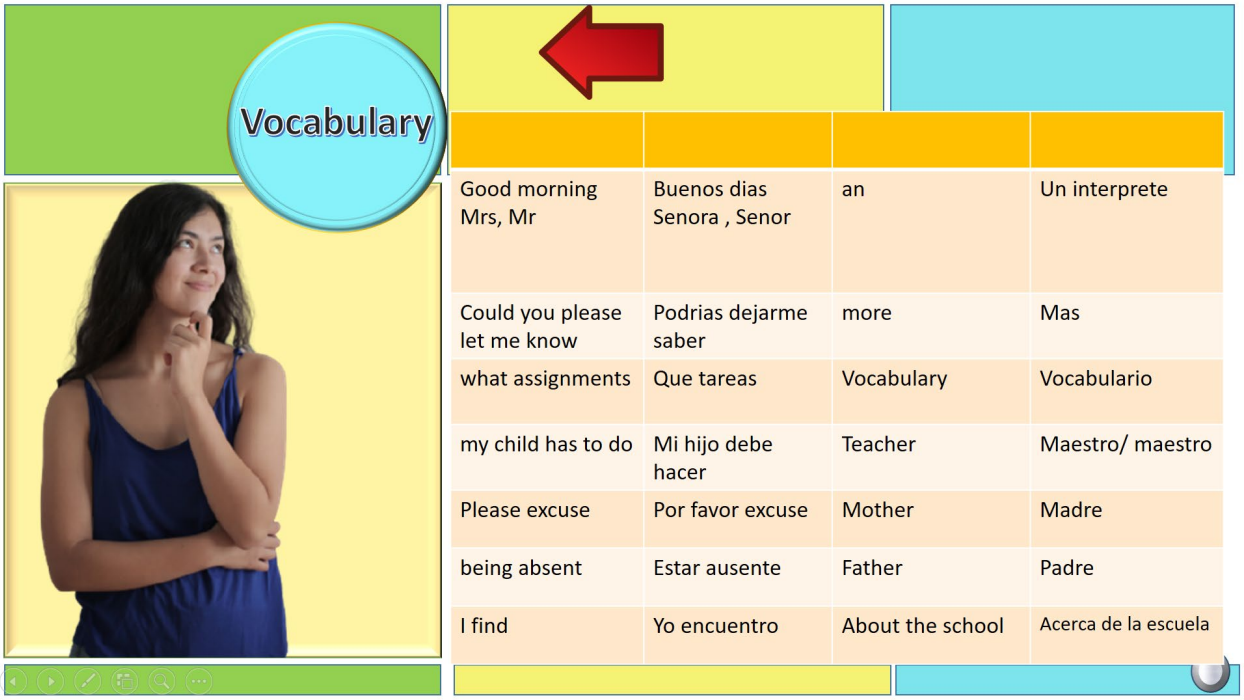
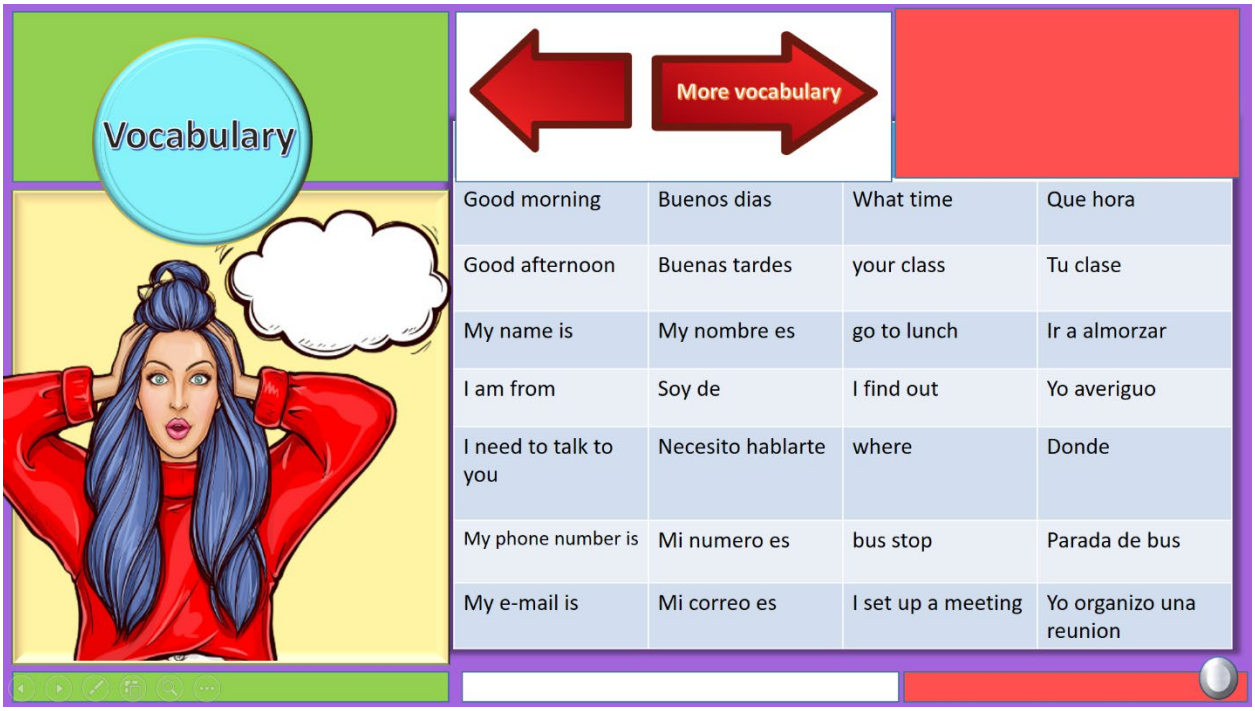


Figure 17 Expressions and questions to ask information



Good morning Mrs, Mr	Buenos dias Senora , Senor	an	Un interprete
Could you please let me know	Podrias dejarme saber	more	Mas
what assignments	Que tareas	Vocabulary	Vocabulario
my child has to do	Mi hijo debe hacer	Teacher	Maestro/ maestro
Please excuse	Por favor excuse	Mother	Madre
being absent	Estar ausente	Father	Padre
I find	Yo encuentro	About the school	Acerca de la escuela

Figure 18 Vocabulary chart 1 for low proficiency users



Good morning	Buenos dias	What time	Que hora
Good afternoon	Buenas tardes	your class	Tu clase
My name is	My nombre es	go to lunch	Ir a almorzar
I am from	Soy de	I find out	Yo averiguo
I need to talk to you	Necesito hablarte	where	Donde
My phone number is	Mi numero es	bus stop	Parada de bus
My e-mail is	Mi correo es	I set up a meeting	Yo organizo una reunion

Figure 19 Vocabulary chart 2 for low proficiency users

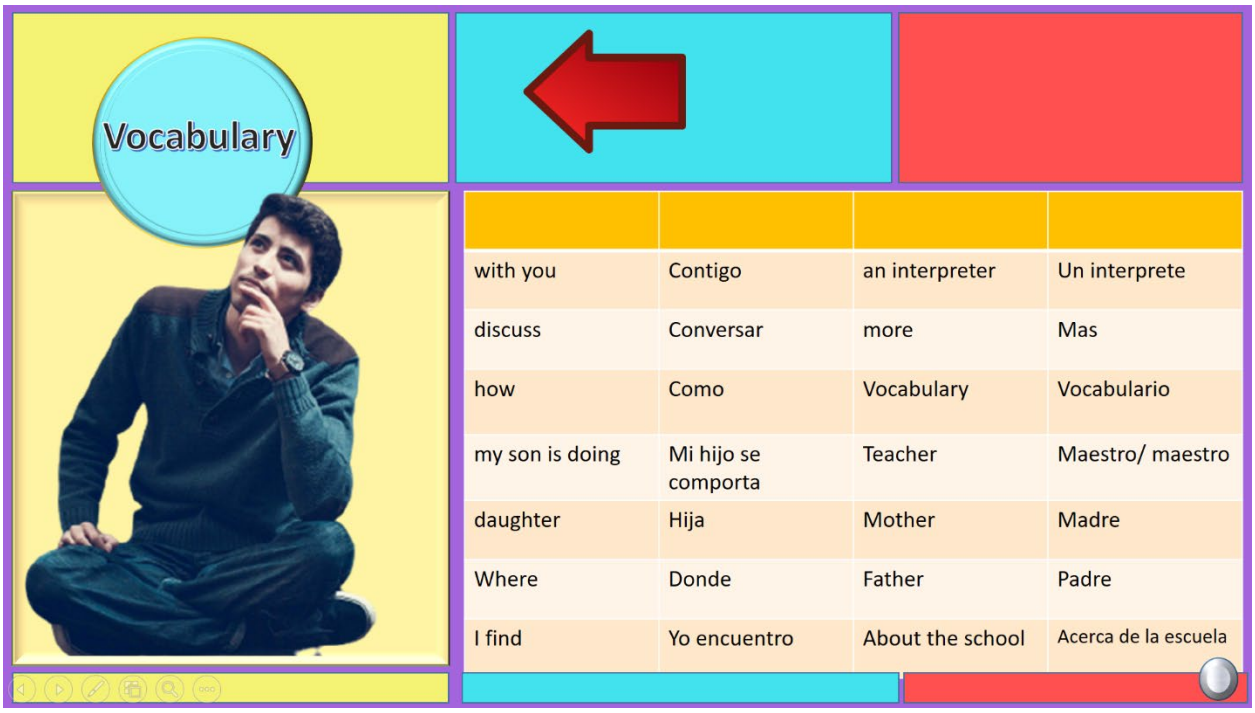


Figure 20 Vocabulary chart 3 for low proficiency users

Figure 21 Social network challenges

Figure 23 Master slide of sub-lesson

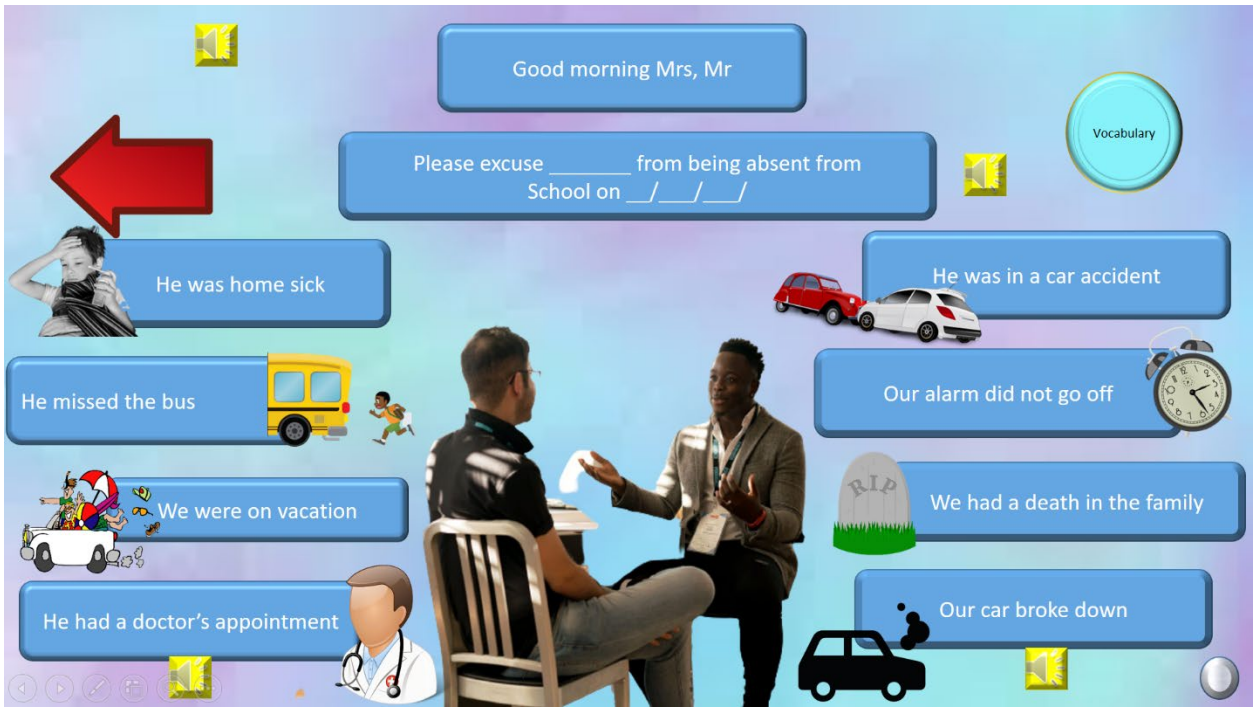


Figure 22 Verbal production chart

Figure 24 Note templates for teachers

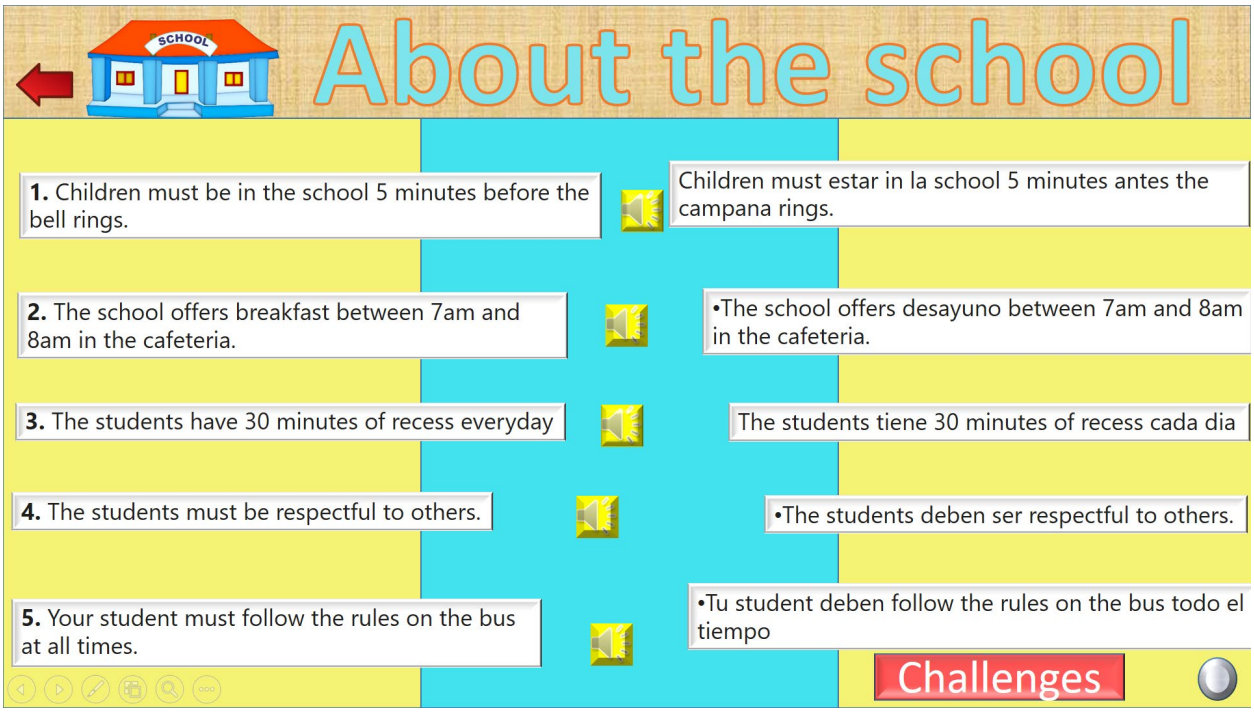


Figure 25 information about the school

Figure 26 Verbal production chart

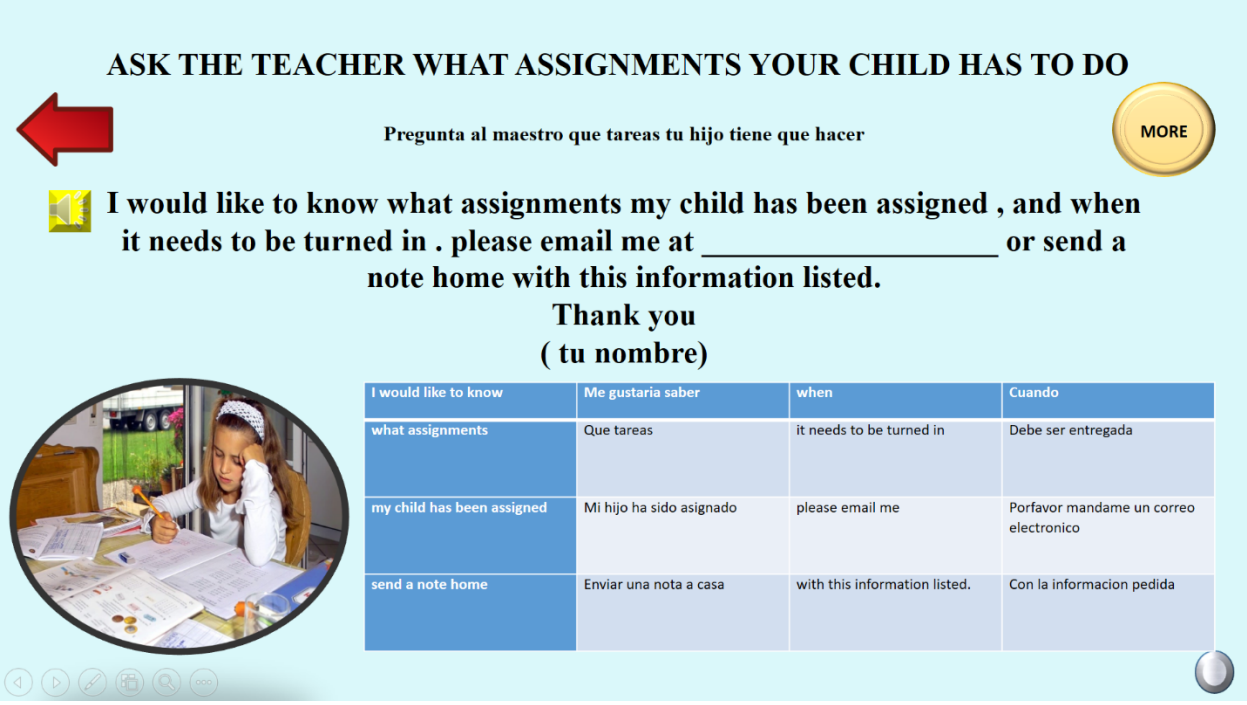


Figure 27 Example of a note for teachers

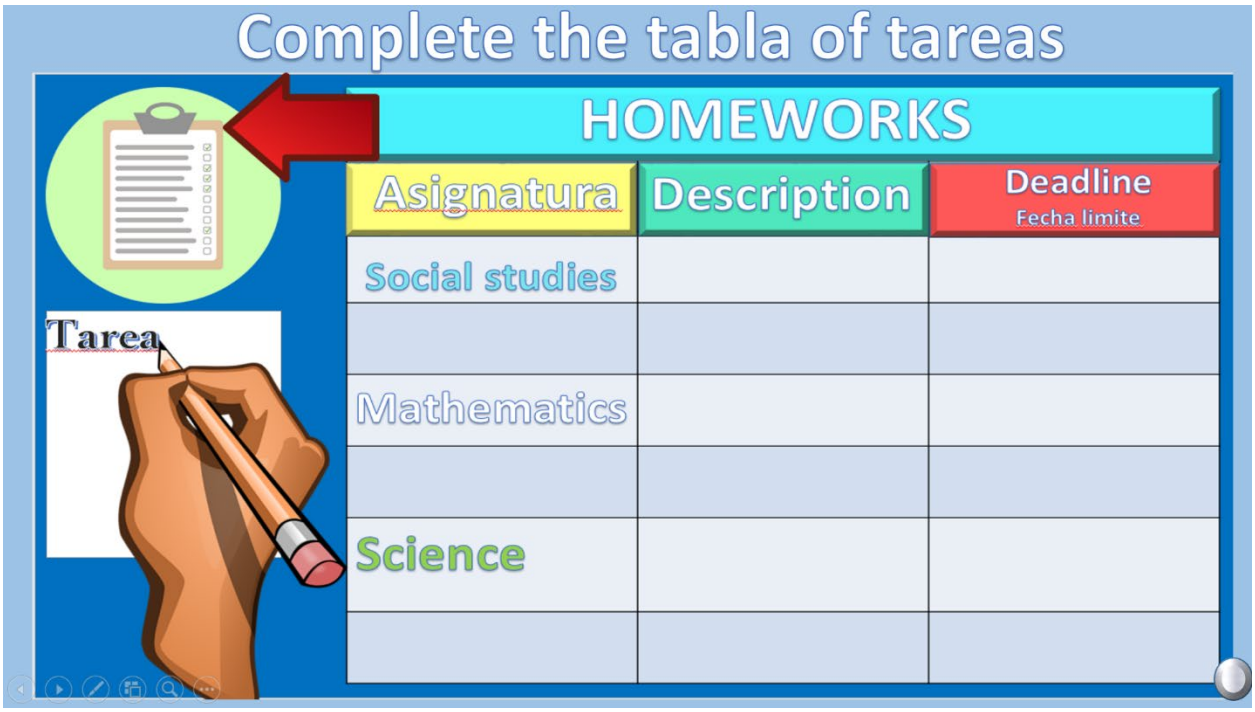


Figure 28 Asking about homework form

Word file on the website

THANK YOU NOTES FOR YOUR CHILD'S TEACHER
Notas de agradecimiento para la maestra

GIVING THANKS TO THE TEACHER AT THE BEGINNING OF THE SCHOOL YEAR

Dar gracias a la maestra al inicio del año academico

Dear Mrs. Mr. _____

My name is _____. I am _____'s mother/ father. I am glad to know that you are my child's teacher for this school year. My expectation is _____ learns a lot, and does very well in your class. Please do not hesitate to let me know if _____ misbehaves in class. If there is anything I can do to help at the school please let me know.

I am glad to know	**Estoy feliz de saber**	If there is anything	**Si hay algo**
you are my child's teacher	**Tu eres la maestro de mi hijo**	I can do to help	**You pueda ayudar**
Please do not hesitate to let me know	**Por favor no dudes en dejarme saber**	at the school	**En la escuela**
He misbehaves in class	**Se comporta mal en clase**	let me know.	**Dejarme saber**

GIVING THANKS TO THE TEACHER FOR TAKING CARE OF YOUR SICK CHILD

Dar gracias a la maestro por cuidar tu hijo enfermo

Dear Mrs._____

Thank You for being there and helping _____ when he/she was not feeling well. I really appreciate the time that you took with my son/daughter while he/she was at school.

Dear Mrs	Querida senora	he/she was not feeling well	Estaba enfermo
Thank You for being there and helping	Gracias por estar ahi y ayudar	I really appreciate the time that you took with my son	Aprecio el tiempo que tomaste con mi hijo
when	cuando	while he/she was at school.	Mientras esta en la escuela

THANKING THE TEACHER FOR TUTORING YOUR CHILD

Dar gracias a la maestra por la tutoria

Dear Mrs. _____

Date

My name is _____ , I am _____'s mother/ father. I would like to thank you for helping my son/daughter with his/her difficulties in _____and I truly appreciate that you took the time to meet with her/ him after school to help him/her understand it better.

If I can help you in any way, please let me know.

Sincerely,

(Tu nombre)

My name is	Mi nombre es	thank you for helping	Gracias por ayudar
I am	Yo soy	you took the time to meet with her/him	Tomar el tiempo de estar con ella, el
I would like	Me gustaria	understand it better	Entender lo major
If I can help you	Si puedo ayudarte	Please let me know	Por favor dejame saber

GIVING THANKS TO THE TEACHER AT THE END OF THE SCHOOL YEAR

Dar gracias a la maestro antes de vacaciones de verano

Dear Mrs. _____

Thank you for all your hard work this year. _____ loves being in your class and going to school. We hear all about the ways you deliver lessons and encourage students to participate in extracurricular activities. We are pleased that our _____is learning so much.

Have a great summer. You deserve it!

Thanks and regards

(tu nombre)

all your hard work this year	Todo lo duro que trabajaste este año	you deliver lessons	Das las lecciones
_____ loves being in your class	Ama estar en tu clase	encourage students	Motivar estudiantes
going to school.	Ir a la escuela	We are pleased	Estamos satisfechos
We hear all about the ways	Escuchamos sobre los modos	our child_is learning so much	Nuestro chico esta aprendiendo mucho

ASK THE TEACHER WHAT ASSIGNMENTS YOUR CHILD HAS TO DO

Pregunta al maestro que tareas tu hijo tiene que hacer

I would like to know what assignments my child has been assigned , and when it needs to be turned in . please email me at _____ or send a note home with this information listed.

Thank you

(tu nombre)

I would like to know	**Me gustaria saber**	**when**	**Cuando**
what assignments	**Que tareas**	**it needs to be turned in**	**Debe ser entregada**
my child has been assigned	**Mi hijo ha sido asignado**	**please email me**	**Porfavor mandame un correo electronico**
send a note home	**Enviar una nota a casa**	**with this information listed.**	**Con la informacion pedida**

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